

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MN6

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Ms. Karen Terhaar

Official School Name: International Spanish Language Academy

School Mailing Address: 5959 Shady Oak Road
Minnetonka, MN 55343-8969

County: Hennepin County State School Code Number*: 010

Telephone: (952) 746-6020 E-mail: kterhaar@islacad.org

Fax: (952) 746-6023 Web site/URL: http://www.islacad.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Karen Terhaar Director Superintendent e-mail: kterhaar@islacad.org

District Name: International Spanish Language Academy District Phone: (952) 746-6020

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Cindy Monturiol

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
0 Middle/Junior high schools
0 High schools
0 K-12 schools
1 Total schools in district
2. District per-pupil expenditure: 7207

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	21	29	50
1	21	26	47
2	21	28	49
3	24	16	40
4	17	16	33
5	5	15	20
6	9	8	17
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			256

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
4 % Black or African American
24 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
72 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 8%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1, 2011	237
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

Spanish

Turkish

9. Percent of students eligible for free/reduced-priced meals: 14%

Total number of students who qualify: 6

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 6

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>11</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>1</u>	<u>2</u>
Total number	<u>17</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	96%	96%	97%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

International Spanish Language Academy (ISLA) is a mission-driven school. International Baccalaureate and Spanish immersion is our focus, drives our curriculum, and shapes our culture. We are a growing school with an enrollment currently at 256, kindergarten through sixth grade. The school is located in a suburban community, but as a chartered school, serves students from a number of different cities. Our school is more diverse than some neighboring schools, and less diverse than a few others. Our focus on internationalism and global-mindedness attracts families that are bilingual and bicultural. Some students come to ISLA to learn their third language. Families seek out ISLA mainly through word of mouth. As a public charter school, ISLA accepts students through a lottery process. ISLA does not discriminate based on ethnicity, gender, academic success or race. Any child living in Minnesota is welcome to apply to the school. We have had a successful first six years, and families are eager to join the ISLA community. Our waitlist at the kindergarten entry level is over fifty students.

Mission: *International Spanish Language Academy (ISLA), a K-6 Spanish immersion community, empowers the whole child by nurturing the development of personal growth, strong character, academic excellence, and global vision.*

ISLA is living the mission everyday through the implementation of the International Baccalaureate Primary Years Programme, (PYP) and the total immersion model to teach language. This method of instruction, along with a rigorous academic program, provides students with a high level of proficiency in both Spanish and English. ISLA promotes strong character through the PYP. The PYP promotes the total growth of the developing child, touching hearts as well as minds. The program encompasses social, physical, emotional, and cultural needs in addition to academic welfare.

The school is now in its sixth year of operation. During this time we have experienced a number of successes. The results of our Minnesota Comprehensive Assessments continue to be at the top of the state. We have been recognized as an IB World School by the International Baccalaureate Organization (IBO), a process that requires much professional development, curriculum writing, and scrutiny by the IBO. In both 2011 and 2012 ISLA was awarded “Readers’ Favorite” in a local paper. This included recognition of the PTO, administration, teaching staff and the school itself in a number of different cities where our students reside.

Because of ISLA’s academic success and good standing in the community we recently have been contacted by other schools for advice on developing a literacy program. As an immersion school, ISLA is recognized by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota. CARLA has referred others, including Ph.D. candidates, to visit and research our school because of its outstanding model in immersion education. Most recently, ISLA administration has shared best practices in immersion education at the conference *Immersion 2012: Bridging Contexts for a Multilingual World*.

It has been an important part of ISLA practice to establish traditions that reflect our school culture and bring a sense of belonging to our students. Since our first year of operation we have held an annual Field Day event, having students engage in fun recreational and sporting activities, while highlighting the IB Learner Profile. The Learner Profile is a set of attributes that promote academic rigor and the establishing of a personal value system leading to international-mindedness. During this activity, students compete while learning to be honest, have integrity, and be caring to others. Students have responded enthusiastically and look forward to this school-wide event each year. In February we celebrate our school with “ISLA Week.” This is a week to have fun and remind ourselves who we are as people and as a community. Each day is given a fun, non-uniform theme, and the student council provides a schedule of assemblies and activities. We have highlighted reading, bullying prevention, bilingualism, math and

friendship, among other themes in the past. Other traditions involve a math-related celebration of the 100th Day of school in primary grades, and “Pi Day” in the upper grades. In Spanish-speaking countries *Día del Libro* (Day of the Book) is celebrated. ISLA has recognized this day as well and has highlighted various authors in school-wide activities. Most all school-wide celebrations either open or close with the entire student body and staff singing the school song “ISLA.”

As an International Baccalaureate and Spanish immersion school, we strive for the best possible Spanish instruction and inquiry-based lessons. A strong STEM component to our curriculum enhances the inquiry process. After science standards changed in Minnesota, ISLA set school-wide goals to reflect our desire to improve our science and engineering K-6. Some of the strengths of our curriculum are strong science units using FOSS science kits and EiE (Engineering is Elementary) materials from the Boston Museum of Science. We have community engineers and architects as guest speakers help in classrooms where students make projects involving building a bridge, designing a wall to protect an ISLA garden, creating play dough, designing windmills, and parachutes, among other projects.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.

There are four performance levels identified on the Minnesota Comprehensive Assessments. They are: *does not meet standard*, *partially meets standard*, *meets standard*, and *exceeds standard*. Minnesota, as well as ISLA, considers only two levels as acceptable: *Exceeds* and *meets standard*. These are the two levels that indicate a child has learned what he/she needs to learn to be successful and master Minnesota standards.

The State of Minnesota has a new accountability system based on a waiver of ESEA adequate progress rules. There are three components to the Multiple Measure Rating (MMR) system: 1) State test proficiency, 2) State test growth, and 3) State test subgroup gap reduction. Proficiency is weighted by the square root of each subgroup. For example, if 64 white students, 16 Hispanic students, and 4 African American students were assessed, the percent proficient would be weighted 8 times for whites, 4 times for Hispanics and 2 times for African American students.

The 2012 MMR ratings for ISLA were reported in State Percentile Ranks. ISLA was at the 99th percentile in reading and math proficiency compared to all the public schools in Minnesota. ISLA was at the 98th percentile in reading and math achievement growth and at the 90th percentile in reducing the achievement gap between minority and majority subgroups (e.g. Special Ed vs. non-Special Ed, each group of students of color vs. white students, free/reduced price lunch vs. full price lunch and ELL vs. non-ELL). Our school target for gap reduction has been to be at the 90th percentile vs. all schools in MN. We have accomplished this goal just this past year for this area. All subgroups at ISLA have achieved test results that indicate ISLA has closed the achievement gap, with the exception of black students in reading. Black students show an 11 point difference with 71% proficient, compared to 82.5% of whites state-wide. We now aim to decrease this number to below 10 points, and ultimately to close the gap. We will do this through our Response to Intervention program, outlined in section IV, 2. If ISLA can bring down the gap of black students in reading, we will ultimately close the achievement gap for all subgroups in both reading and math!

The conventional way to report academic success uses the state test proficiency rates. MCA reading and math proficiency levels in the 2011-12 school-year were far above the state average. In math, 88% of ISLA students were proficient compared to 61% for the State. In reading, 90% of ISLA students were proficient compared to 75% for the State.

B.

Minnesota Comprehensive Assessment (MCA) results for the past five years are as follows:

2008: Reading- 93.3% Math- 100%

2009: Reading- 100% Math- 87.1%

2010: Reading- 90.4% Math- 92.3%

2011: Reading- 91.4% Math- 74.3%

2012: Reading- 89.8% Math- 87.5%

MCAII reading proficiency has remained high over the past 5 years (i.e., from 90% to 100% proficient). As the number of students tested increased from 15 in 2008 to 88 in 2012, performance in reading has remained high. In math new, more rigorous state standards and assessment were implemented in 2011. Proficiency in Math for ISLA students increased from 74.3% proficient in 2011 to 87.5% proficient in 2012.

The trend in state test growth is also very substantial. In 2010, the first year of Multiple Measure Reports (MMR), ISLA growth in reading and math for students continually enrolled in the school was .3 standard deviations above the mean (state growth z-score = .297) which placed ISLA at the 78th percentile versus all of the public schools in Minnesota. In 2012, the third year of Multiple Measure Reports (MMR), ISLA growth in reading and math for students continually enrolled in the school was .6 standard deviations above the mean (state growth z-score = .579) which placed ISLA at the 98th percentile versus all of the public schools in Minnesota.

We believe that the factors which account for the exceptional progress of students at ISLA is directly related to the achievement of our school-wide goals set annually. These goals include implementing a strong Response to Intervention (RtI) program to identify and address the needs of students not making academic progress. We know each student personally, and identify them on an individual basis, not by demographics. This is a personal approach that has worked well for our school and our individual students. Students are identified as needing additional support by the classroom teacher, test results, or both. Additionally, we address the needs of one cohort specifically, bringing in additional assistance during math instruction, and a short-term licensed staff member working with small groups on specific math-related skills. We have become more data driven and data aware as a staff, and the analysis of our MAP and MCA scores helps us better understand the needs of our students, and improves our instruction.

2. Using Assessment Results:

Each year academic test data is reviewed by administration and staff. We look at the results of the state-wide MCA as well as the NWEA MAP tests given fall, winter and spring. Students who are not making adequate progress are identified. These individual students work from an Individual Learning Plan (ILP) during that school year. The teacher, parents and student create an ILP, highlighting the needs of that individual student, setting goals and defining the means to accomplish those goals. The goals are related specifically to the areas of weakness found on the standardized tests. The ILP is reviewed again at the spring conference.

Students identified as not reaching mastery level are immediately involved in the RtI program. Those who are in the "bubble," on the line of passing or not passing, may make progress from a Tier 1 intervention, an ILP and teacher monitoring. Those who are not mastering material will automatically qualify for a Tier 2 intervention and have an ILP written. Those scoring in the 25th percentile or lower will have a Tier 2 intervention, and will be monitored for the possibility of a Tier 3 intervention.

Students involved in RtI interventions keep track of their own progress through the use of a portfolio including graphs and other data collections. There may be an occasional celebration of progress made as evidenced by the data collection. In this way, students take ownership for their extra effort and progress.

Administration and the Academics Committee take a look at the overall results of content strands of the standardized tests. If there is a grade-level or school-wide need to improve on a particular strand in math or reading, the group, comprised of teachers and administration, will work with all teachers to include this effort in professional development opportunities and Professional Learning Community (PLC) meetings. Administration will also work with individual grade levels if there is a strand that appears weaker than others. In the past we have had teaching teams spend more time on a weaker strand, or find supplementary material to ensure the content is understood by students.

The reporting of individual progress takes on a number of forms. Conferences with teacher, parents and students take place in the fall and spring. Progress reports are sent home three times a year. Included in the progress report is a detailed comment on the efforts and progress of each individual child. Students involved in the RtI program are given data of the child's progress monthly. This may come in the form of a note, examination of portfolio, or a call from the teacher.

The community has become aware of our academic success through the Minnesota Department of Education website and our own advertising efforts. Our website contains our academic plan and test results. Most recently we have been creating assessments for the Spanish language and have our 6th graders take the National Spanish Exam. Data of our own students is gathered and used to draw comparisons year to year. As a young school, we have not collected a significant amount of data to date.

There are a number of annual reports to the state and our Board of Directors that holds the school accountable for the academic success of students. The state department requires an annual report be submitted by October 1 each academic school year. This report is also available on the ISLA website, is reported to the Board and is made available to parents. Additionally, ISLA holds a "State of the School" address every March, bringing the School Board, School and PTO together to highlight the successes and challenges of the school. Academic testing data is included in that report. Parents are encouraged to attend this event, and a question/answer session with individual Board members, the administration and PTO representatives follows the presentation.

3. Sharing Lessons Learned:

ISLA is a member of the Minnesota Advocates for Immersion Networking (MAIN). As such, teachers and administrators of our school attend two annual professional development/networking opportunities sponsored by MAIN annually. This is a time for ISLA staff to share best practices as well as to learn from others. As an immersion organization, the events always focus on language acquisition; staying in the target language, grammar practice, special needs in immersion, etc.

Most recently, ISLA staff participated in a national conference held locally, *Immersion 2012: Bridging Contexts for a Multilingual World*. This is a conference sponsored by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota. The ISLA Director, having founded the school, as well as a founding staff member of two other immersion programs, presented a workshop entitled *How Does One Design and Lead a Quality Immersion Program?* This workshop focused on best practices and the successes of the schools she was involved in. Additionally, she participated in two discussion panels as guest speaker at the same conference.

The IBPYP coordinator of the school attends monthly collaborative meetings with other International Baccalaureate schools in Minnesota. This organization is called Minnesota Association of IB World Schools (MAIB). This is a fantastic networking opportunity where ISLA has hosted and shared ideas and best practices, as well as collaborated with other schools and received ideas from them.

Administrators and teachers of other immersion schools have visited ISLA to learn more about our model of full language immersion. We are always very open to having our colleagues in both immersion education and International Baccalaureate visit our school. In February of 2013, ISLA hosted a Ph.D. candidate for a day as he shadowed our leadership and learned more about immersion education as related to his Ph.D. dissertation thesis.

Since ISLA has been recognized by the state for its high score on the Multiple Measure Rating, a number of schools have contacted us to learn about our literacy program in an effort to enhance their own literacy program. ISLA is always eager to collaborate with other schools and is responsive to any and all requests.

4. Engaging Families and Communities:

Direct invitation to our school has proven to be the most successful strategy in bringing community experts into our classrooms. Members of the greater community have brought their talents and expertise to the ISLA classroom and shared valuable lessons with our students. Every year second graders learn the engineering process in order to design and build a bridge. Three different community engineers share their expertise and answer questions during classroom presentations. Much knowledge is gained in this process and students respond enthusiastically. This past year two artists in residence spent three weeks at ISLA, sharing poetry and guiding our students to create artwork and poetry on their own. The student work that was created was impressive.

Parents and extended family members of ISLA students are encouraged to volunteer in the school and consequently there are many parent volunteers in the building daily. They may be found helping with lunch, leading Jr. Achievement class, making copies and much more. Their presence has a significant, positive impact on the school.

ISLA is an independent chartered school, but still values collaboration with the local school district. In the past year, former ISLA students, as well as Latino middle and high school students from the local district, have come to ISLA to work with students in our before school care program as well as with third graders. These secondary students read and have conversations in Spanish to enhance the learning of ISLA students, as well as to broaden their own learning experience and language practice. It has been a rewarding experience for both groups of kids.

ISLA has had much success collaborating with families to enhance the learning of students. Teachers have found outside resources that deepen understanding of concepts taught in class. Families, eager to contribute positively to their children's learning, ensure the students have access to these resources. Some examples of the use of on-line resources at home are Manga High Math, an on-line math practice game, Voice Thread to practice language and reading and Tumble Books, reading practice in English and Spanish. The use of these resources and others, outside of school has proven to bring great gains in student achievement. Some parents swear by the regular practice of math skills with Manga High Math.

Teachers all maintain websites and send weekly newsletters to parents. This form of communication invites families to participate in their child's education. By knowing what goes on in the classroom on a daily basis, parents are better prepared to reinforce the learning that takes place at ISLA.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The state of Minnesota has learning standards for which all public schools are responsible and accountable. At ISLA, we integrate all content standards into our six thematic units of inquiry, as part of the International Baccalaureate Primary Years Programme. Most of the overall unit themes are taken from science or social studies standards. Teachers create an inquiry planner, emphasizing a central idea, key concepts and lines of inquiry. Each unit has a summative assessment that is performance based. This integrated approach to designing and carrying out units allows for many standards to be addressed all day long.

In conjunction with the planner, teachers have also created a spreadsheet where each standard is assigned to one of the units of inquiry, thus ensuring that all standards are taught during the course of the school year. This is done for every curriculum area: math, reading and language arts, science, social studies, physical education and health, art, technology, and the Spanish language.

In mathematics we focus on the four strands: Numbers and Operations, Algebra, Geometry and Measurement and Data Analysis/Probability. Our curriculum, *Everyday Math*, is aligned with these standards. Teachers have a document that illustrates where each standard is placed within the Everyday math curriculum.

Reading and Language Arts blocks are structured so time is spent working on reading and writing skills, as outlined in the standards, while simultaneously addressing the theme of the current unit of inquiry. For example, children may be working on author's purpose while reading a book on water, a thematic unit of study in fourth grade.

Science and Social Studies are areas that make up the thematic units of study. The social studies standards are used to bring themes such as *American History* and *Peacemakers*, to our classrooms. The science curriculum is the FOSS hands-on science kits, which have been aligned with the standards. Because Minnesota recently raised the expectations in science with new standards that involve engineering, ISLA has incorporated STEM lessons from Engineering is Elementary (EiE) at the Boston Museum of Science. We anticipate our science test scores will improve annually as our students have more opportunities to use the Engineering Design Process which consists of these steps: 1) Ask Questions; 2) Imagine; 3) Plan; 4) Design; and 5) Improve.

ISLA offers visual arts as well as performing arts through band and music. The content standards are embedded in these curricula, as well as IB-specific standards. Specialist and classroom teachers collaborate to incorporate content standards such as those related to math or reading, into the PE, art or music class. This reinforcement of the standards strengthens the children's learning, and has had a positive effect on our student achievement.

Technology is an area of growth at our school. As a charter school with a comparatively small budget, we have incorporated some technology into everyday learning and have set goals and plans to increase our resources over the next few years. We have benchmarks that are based on the International Society of Technology in Education, National Educational Technology Standards (NETS). Each teacher is responsible for teaching the grade level designated benchmarks.

Our foreign language program far exceeds the standards for second language acquisition. Immersion schools have a delivery system that allows students to learn a language much as they learn their first language. Students leaving ISLA are functionally bilingual with native-like accents. We have created our own immersion standards that best reflect our high expectations for language learning.

2. Reading/English:

International Spanish Language Academy uses an integrated approach to teaching reading. Harcourt-Houghton-Mifflin reading program is used as a basis for reading instruction. At the kindergarten and first grade levels, the focus is phonics and phonemic awareness. Small books in the form of phonics readers and leveled readers are integral to the K-1 reading instruction. Children read during class time and take home a book in a bag to reinforce the skills they learn in class. Read-alouds focus on the theme of the current unit of inquiry. Upper grades use a combination of stories from the anthology and authentic literature related to the theme. Writing activities are developed to increase awareness of the topic being studied, as well as to reinforce writing skills. Following the International Baccalaureate best practice, the theme is studied all day, every day, including during Language Arts.

The *Daily Five* structure is used at ISLA, developing daily habits of reading, writing and working independently that lead to a lifetime of literacy independence. The five areas of focus are *Reading to Self*, *Working on Writing*, *Listening to Reading*, *Reading to Someone* and *Word Work*. The teacher presents foundational reading skills in the form of a mini-lesson, then the children get to work. Through this structure, students get daily literacy practice and experiences with the teacher, alone and with peers. Teachers support children in learning to choose “Good Fit” books independently. Children learn to understand why they want to read, what interests them, and if they understand what they are reading. This structure allows students to independently practice a skill introduced by the teacher at their reading level, whether at, above or below grade level.

Students are tested following the end of a unit, using an assessment tool provided by the reading program. In grades K-2, before standardized assessments are given, teachers monitor student progress through evaluation of assessments and daily observation. In the upper grades daily work and assessment are monitored as well as the results of the NWEA MAP and Minnesota Comprehensive Assessment (MCA). A *Response to Intervention* (RTI) approach is used, where the school psychologist, Assistant Director and Director all meet weekly in a Child Study meeting to determine who needs additional assistance based on test results and the recommendation of teachers. Children who are not progressing at grade level have push-in or pull-out tutoring with an Educational Assistant 2-5 times a week, depending upon the need. Using this approach, we have seen consistently high student achievement.

3. Mathematics:

Everyday Mathematics is used in all classrooms at ISLA. The program was designed by mathematicians, and formulates a set of principles based on research that shows which methods work best in other countries and in the authors' own field research. Based on these principles, the following guidelines are identified for teaching to help children build a strong mathematical foundation in their elementary years:

- Link mathematics to everyday situations.
- Link past experiences to new concepts and provide for ongoing, spaced review.
- Make considerable use of partner and small-group activities.
- Include hands-on activities and explorations throughout the K–6 program.
- Build fact power through daily oral practice, conceptual activities, and games.
- Encourage use and sharing of multiple strategies.
- Provide a wide variety of assessment opportunities.
- Encourage home-school partnerships

- Move from nearly exclusive emphasis on naked number calculation to developing conceptual understanding and problem-solving skills in arithmetic, data, probability, geometry, algebra, and functions.[1]

This curriculum was chosen because we believe it is crucial to begin laying the groundwork for mathematical literacy at an earlier age than offered in other math programs. Children are capable of learning a great deal more than typically expected and this math program, with its alignment to state standards through the content strands, does just that.

The instructional methods of Everyday mathematics include real-life problem solving and a balanced instruction. Math concepts are linked to everyday situations that are relevant to a child's life, and real life. Whole group instruction takes place in every lesson, as well as small group and partner work. Teacher-directed instruction is as important as hands-on explorations.

Additionally, the program includes resources for basic skills practice including fact drills, mental math and review problems. This continued practice ensures the skills are revisited with such frequency that they are not forgotten. The additional practice ensures the mastery of foundational math skills that are included in every lesson.

ISLA reviews the results of our math test scores not only annually following the state assessment, but quarterly as we review the NWEA MAP results. Teachers meeting in Professional Learning Communities review the common math assessments and determine best practices in their own teaching. Following the IB practice of reflection, teachers reflect and make necessary changes.

[1] Taken from Everyday Mathematics website

4. Additional Curriculum Area:

A very important curriculum area at ISLA is the teaching of Spanish as a second language. The full immersion model at ISLA means all content is taught in Spanish, K-6. There is no English instruction until grade two, when reading and language arts are first introduced in English. This instruction increases approximately fifteen minutes each year. All specialist classes are taught in Spanish, so students are able to continue vocabulary growth in the target language, Spanish, all day long. ISLA offers before and after school care in Spanish, and extra-curricular classes are offered for those interested, in Spanish as well.

ISLA has created a scope and sequence for Spanish grammar, complete with activities to teach grammar through poetry, song, story, games and other activities. With the help of Tara Fortune, professor at the University of Minnesota and CARLA Institute, teachers also created Integrated Performance Assessments of the Spanish language at every grade level. Teachers continue to create these assessments with the goal of having one for each of the six units of inquiry.

Teachers at ISLA are language teachers, always. Whether teaching math, music or physical education, every teacher must be an expert language teacher. Each academic year builds a strong foundation that leads to success the following academic year. Children need background knowledge as well as strong vocabulary in Spanish to succeed in school and beyond. The final year at ISLA in sixth grade, our students take the National Spanish Exam. This allows us to understand the level of Spanish our students reach, and helps us set goals and plan for continuous improvement. We are a growing school, and to date the students who have taken the exam have not been immersion students since kindergarten. Once we have students who have been enrolled at ISLA the full seven years, we can best know how successful our immersion program is.

Life in the 21st century will require bilingualism. This is a vital component of the school mission. ISLA students are acquiring essential skills every day as they learn to navigate their way through complex science and technology curriculum, math and literature. At ISLA, a carefully planned scope and sequence and school goals drive the language program. The best way to prepare students for high level content in a second language in upper elementary and middle school is to ensure a strong foundation in the language. While most other immersion schools offer specialist classes in English, ISLA remains mission-focused and provides the strongest language model, we believe, in Minnesota.

5. Instructional Methods:

There are a variety of ways that teachers at ISLA differentiate instruction. First and foremost, inquiry is the main method of instruction at this IB World School. Inquiry is a proven method that reaches all levels of learners. By using the inquiry method, teachers encourage children to ask questions and seek answers. The substance and depth of student learning increases through investigations into content. This is an ideal way to reach high level learners. Children become aware that problems require solutions based on the integration of knowledge that spans and connects several subject areas. They master skills and gain a comprehensive knowledge base in order to conduct their inquiries successfully and find solutions to problems. This real-life approach to learning also engages those students who tend to be less academic-minded. They see relevance in their learning and are excited about it. Inquiry is taught at ISLA through six trans-disciplinary themes that provide the opportunity to incorporate local and global issues into the curriculum and effectively allow students to go beyond the confines of learning within subject areas.

Technology is integrated into student learning; used as a tool to investigate and show what one has learned. Walk into a fourth or fifth grade classroom and you may find students preparing a presentation on an iPad. The many functionalities of that tool allow students to use a variety of modes to express their learning. It may be a video presentation, one involving resources on the internet, photos or recorded messages. This exposure to technology is vital for all students, and especially appreciated by those who do not have access to it outside of school.

Due to differences in student learning, teachers may modify instruction to better meet the needs of all children. Students who are not adequately progressing in school are identified and given additional support in the classroom. This takes a variety of forms, depending on the needs of each child, but the goal is to push-in assistance whenever possible. This may mean the use of assistive technology in the classroom, or another qualified adult who gives more concentrated attention to individuals.

Additionally, the focus on internationalism in all IB schools ensures children of diverse backgrounds see themselves in literature, discussions, presentations, and all forms of instruction. ISLA values a diverse planet, and that is evident in the units of study and every day instruction.

6. Professional Development:

Professional development at ISLA is always related to the school mission. It is a core value of the school that well-trained teachers and administrators are best equipped to meet the challenges in educating children in the 21st century. We are all life-long learners. With this approach to professional development, our staff reaches their potential as educators. The administration is confident that despite a strong load of the Inquiry method, Spanish immersion, and a *Responsive Classroom* focus school-wide, teachers have support to achieve the school mission of empowering the whole child by nurturing the development of personal growth, strong character, academic excellence, and global vision.

Because professional development is so valued at ISLA, more than half the funds of a recent \$100,000 Magnet Schools Grant was used to train and engage teachers in professional development opportunities two years ago. Those experiences are still positively impacting the school today.

Training for the International Baccalaureate and immersion occur annually, often during the summer months. All teachers are also trained in *Responsive Classroom*, an approach to teaching and learning that seeks to balance the teaching of academic skills with the teaching of social skills as an integral part of everyday school life. This training has had a significant impact on the school and the classroom environment. When you walk into a classroom, students are engaged, comfortable and interacting respectfully. Making a positive learning environment a priority sets the stage for academic success. This is when the impact of what teachers have learned through professional development opportunities is most evident.

There has been very specific staff development days dedicated to aligning the standards with the curriculum. The teaching staff and administration also use professional development days to review student progress of the standards, through assessment review and Professional Learning Communities (PLC). ISLA has been using PLCs for two years now, and teachers find the time with their colleagues to be invaluable. Through this collaboration, teachers can plan vertically rather than just horizontally. As a result, a powerful reading strategy like the use of *The Daily Five* becomes articulated K-6, rather than just a good structure occurring at one or two grade levels. This is the power of the PLC. Teachers take the best practices of peers and turn them into their own best practice.

ISLA has demonstrated its commitment to the on-going learning of its staff by dedicating more than 100 hours annually to professional development. This is certainly a factor in the academic success of our students.

7. School Leadership:

Two important tenets of the ISLA leadership are to be mission-driven, and to establish an environment of trust and collaboration among staff. To date, these principles have been the foundation of the school. All professional development is based on these tenets, the school budget reflects it, and it is evident in the day-to-day operations of the school.

The leadership team at the school level is made up of the Director, Assistant Director, and IB Coordinator. Together they share the responsibility of keeping the school focused on student achievement. As leader of a charter school, the Director is both Principal and Superintendent. She is an ex-officio member of the Board of Directors and oversees the day-to-day operations of the school. The Director is also a teacher leader and director of curriculum and instruction. The Assistant Director has a number of roles to support the Director and the school overall, including the role of assessment coordinator, technology leader, and manager of student conflict resolution. The IB Coordinator has the unique role of collaborating with teachers in the development of strong IB unit planners with embedded standards.

When policies are written for ISLA, the school mission is always reviewed in relation to the policy. This is the responsibility of the Board of Directors as well as the School Director. Some school policies contain a clause related to the IB Learner Profile, which is at the heart of the school's philosophy.

Like any quality school, ISLA strives to create enriching programs that enhance the learning of its students. The IB Coordinator searches out quality assemblies that reflect the school curriculum. The Assistant Director, who plans summer camps at the school, also takes into account what interests children, what matches our mission, and will enhance student learning.

School climate is an important aspect of a school's overall success. The leadership has made teacher collaboration a priority which brings positive energy to the classroom. When students are not being successful, it is the collaborative effort of all staff that turns things around. During the 2011-12 school year, we discovered one student cohort had a significantly low success rate in math. The administration looked at resources and brought additional help into the classroom. This collaborative effort was met with

great success. The rate at which students demonstrated mastery of the math subject matter rose from 54% to 90% and remains high today.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: MCA II (2008-2010) - MCA III (2010 - 2011) Publisher: Pearson / American Institute for Research

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meet or Exceeds Standards	89	56	95	95	100
Exceeds Standard	42	24	37	56	25
Number of students tested	36	25	19	18	8
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet or Exceeds Standards	Masked	Masked	Masked	Masked	0
Exceeds Standard	Masked	Masked	Masked	Masked	0
Number of students tested	1	3	4	2	
2. African American Students					
Meet or Exceeds Standards	Masked	Masked	Masked	Masked	0
Exceeds Standard	Masked	Masked	Masked	Masked	0
Number of students tested	2	2	2	1	
3. Hispanic or Latino Students					
Meet or Exceeds Standards	Masked	Masked	Masked	Masked	0
Exceeds Standard	Masked	Masked	Masked	Masked	0
Number of students tested	3	6	4	1	
4. Special Education Students					
Meet or Exceeds Standards	Masked	Masked	Masked	Masked	0
Exceeds Standard	Masked	Masked	Masked	Masked	0
Number of students tested	4	3	3	4	
5. English Language Learner Students					
Meet or Exceeds Standards	0	0	0	0	0
Exceeds Standard	0	0	0	0	0
Number of students tested					
6. white					
Meet or Exceeds Standards	90	59	100	94	Masked
Exceeds Standard	48	29	39	56	Masked
Number of students tested	31	17	13	16	7
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The Math exam changed from MCA II to MCA III in 2011. This had a significant impact on test results state-wide.					

13MN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: MCA II/(2008-2012) Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds Standard	89	92	79	100	100
Exceeds Standard	67	56	58	89	88
Number of students tested	36	25	19	18	8
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	1	3	4	2	
2. African American Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	2	2	2	1	
3. Hispanic or Latino Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	3	6	4	1	
4. Special Education Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	3	3	3	4	
5. English Language Learner Students					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
6. white					
Meets or Exceeds Standard	90	94	85	100	Masked
Exceeds Standard	68	65	62	88	Masked
Number of students tested	31	17	13	16	7
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Cells are not populated when the answer is zero, as in English Language Learners and other sub groups.					

13MN6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: MCA II (2008-2010) - MCA III (2010 - 2011) Publisher: Pearson / American Institute for Research

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds Standard	91	84	94	89	100
Exceeds Standards	38	5	72	0	0
Number of students tested	21	19	18	9	7
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Standard	Masked	Masked	Masked	0	Masked
Exceeds Standards	Masked	Masked	Masked	0	Masked
Number of students tested	2	4	3		2
2. African American Students					
Meets or Exceeds Standard	Masked	Masked	Masked	0	Masked
Exceeds Standards	Masked	Masked	Masked	0	Masked
Number of students tested	2	2	1		2
3. Hispanic or Latino Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	1	1	2
4. Special Education Students					
Meets or Exceeds Standard	Masked	Masked	Masked	0	Masked
Exceeds Standards	Masked	Masked	Masked	0	Masked
Number of students tested	2	4	1		1
5. English Language Learner Students					
Meets or Exceeds Standard	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested					
6. white					
Meets or Exceeds Standard	93	92	93	Masked	Masked
Exceeds Standards	47	8	67	Masked	Masked
Number of students tested	15	12	15	8	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The Math exam changed from MCA II to MCA III in 2011. This had a significant impact on test results state-wide.					

13MN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Minnesota Comprehensive Assessment
(MCA II)

Edition/Publication Year: MCA II (2008-2012)

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds Standard	86	89	94	100	86
Exceeds Standard	57	42	61	67	43
Number of students tested	21	19	18	9	7
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Standard	Masked	Masked	Masked	0	Masked
Exceeds Standard	Masked	Masked	Masked	0	Masked
Number of students tested	2	4	3		2
2. African American Students					
Meets or Exceeds Standard	Masked	Masked	Masked		Masked
Exceeds Standard	Masked	Masked	Masked		Masked
Number of students tested	2	2	2		2
3. Hispanic or Latino Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	1	1	2
4. Special Education Students					
Meets or Exceeds Standard	Masked	Masked	Masked		Masked
Exceeds Standard	Masked	Masked	Masked		Masked
Number of students tested	2	4	1		1
5. English Language Learner Students					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
6. white					
Meets or Exceeds Standard	93	92	93	Masked	Masked
Exceeds Standard	67	50	67	Masked	Masked
Number of students tested	15	12	15	8	2
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Empty cells are zero.					

13MN6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: MCA II (2008-2010) - MCA III (2010 - 2011) Publisher: Pearson / American Institute for Research

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets or Exceeds Standard	78	83	90	50	
Exceeds Standard	6	17	40	25	
Number of students tested	18	18	10	4	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Standard	Masked	Masked	0	0	
Exceeds Standard	Masked	Masked	0	0	
Number of students tested	4	3			
2. African American Students					
Meets or Exceeds Standard	Masked	Masked	0	Masked	
Exceeds Standard	Masked	Masked	0	Masked	
Number of students tested	3	1		1	
3. Hispanic or Latino Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	4	1	1	1	
4. Special Education Students					
Meets or Exceeds Standard	Masked	Masked	0	0	
Exceeds Standard	Masked	Masked	0	0	
Number of students tested	2	1			
5. English Language Learner Students					
Meets or Exceeds Standard	0	0	0	0	
Exceeds Standard	0	0	0	0	
Number of students tested					
6. white					
Meets or Exceeds Standard	73	81	Masked	Masked	
Exceeds Standard	9	19	Masked	Masked	
Number of students tested	11	16	9	1	
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
There was not a fifth grade class at ISLA during the 2007-08 school year, therefore there is no data to submit. The Math exam changed from MCA II to MCA III in 2011. This had a significant impact on test results state-wide.					

13MN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: MCA II/(2008-2012) Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets or Exceeds Standard	89	89	100	100	
Exceeds Standard	28	61	40	25	
Number of students tested	18	18	10	4	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Standard	Masked	Masked			
Exceeds Standard	Masked	Masked			
Number of students tested	4	3			
2. African American Students					
Meets or Exceeds Standard	Masked	Masked		Masked	
Exceeds Standard	Masked	Masked		Masked	
Number of students tested	3	1		1	
3. Hispanic or Latino Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	4	1	1	1	
4. Special Education Students					
Meets or Exceeds Standard	Masked	Masked			
Exceeds Standard	Masked	Masked			
Number of students tested	2	1			
5. English Language Learner Students					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
6. white					
Meets or Exceeds Standard	91	94		Masked	
Exceeds Standard	46	63		Masked	
Number of students tested	11	16		1	
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
There was not a fifth grade class at ISLA during the 2007-08 school year, therefore there is no data to submit.					

13MN6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: MCA II (2008-2010) - MCA III (2010 - 2011) Publisher: Pearson / American Institute for Research

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Meets or Exceeds Standard	92	89	80		
Exceeds Standard	9	22	0		
Number of students tested	13	9	5		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Standard	Masked	0	Masked		
Exceeds Standard	Masked	0	Masked		
Number of students tested	1		1		
2. African American Students					
Meets or Exceeds Standard	0	0	0		
Exceeds Standard	0	0	0		
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds Standard	Masked	Masked	0		
Exceeds Standard	Masked	Masked	0		
Number of students tested	1	1			
4. Special Education Students					
Meets or Exceeds Standard	0	0	0		
Exceeds Standard	0	0	0		
Number of students tested					
5. English Language Learner Students					
Meets or Exceeds Standard	0	0	0		
Exceeds Standard	0	0	0		
Number of students tested					
6. white					
Meets or Exceeds Standard	92	Masked	Masked		
Exceeds Standard	67	Masked	Masked		
Number of students tested	12	8	3		
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The Math exam changed from MCA II to MCA III in 2011. This had a significant impact on test results state-wide.					

13MN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: MCA II/ (2008-2012) Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Meets or Exceeds Standard	100	100	100		
Exceeds Standard	92	89	40		
Number of students tested	13	9	5		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Standard	Masked		Masked		
Exceeds Standard	Masked		Masked		
Number of students tested	1		1		
2. African American Students					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds Standard	Masked	Masked	Masked		
Exceeds Standard	Masked	Masked	Masked		
Number of students tested	1	1	1		
4. Special Education Students					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
5. English Language Learner Students					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
6. white					
Meets or Exceeds Standard	100	Masked	Masked		
Exceeds Standard	92	Masked	Masked		
Number of students tested	12	8	3		
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
There were no 6th graders enrolled at ISLA during the 2008-2009 and 2007-2008 school years. Blank cells are equivalent to zero.					

13MN6